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AUTHOR Fardig, Glen E.
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ABSTRACT

The proposed plan for providing teacher training to implement the occupational clusters approach to career orientation in Virginia schools consists of four phases. Phase I is a two- or three-day regional workshop for teachers about to implement the program. During the two weeks of phase II teachers begin the program in their school classrooms, applying skills acquired in the workshop and using the teacher's guide and student workbooks provided for the student course, "A World of Choice--Careers and You." Phase III takes place as the program continues and involves the teachers in developing competencies through completion of three instructional modules at their own school site. Achievement will be evaluated by resource persons observing the teacher in the actual school setting. The final seminar, phase IV, will provide opportunity for additional group training and/or sharing of problems, solutions, and ideas during the latter part of the semester-long training program. Materials to be developed are the workshop module and the three instructional modules. (JT)

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PROPOSED
TEACHER TRAINING PROGRAM
AND INSTRUCTIONAL MATERIALS

for
Clusters Approach to Career Orientation Project

Virginia Polytechnic Institute and State University
Blacksburg, Virginia

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Report Prepared by

Glen E. Fardig
The Center for Vocational Education
The Ohio State University

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A PLAN FOR A TEACHER TRAINING PROGRAM FOR CLUSTERS APPROACH TO CAREER ORIENTATION

Description of the Problem

This report outlines and describes a proposed plan for providing teacher training to implement the Clusters Approach to Career Orientation in the schools of the State of Virginia. The phase of the work described in this report includes the development of an overall design to deliver the teacher training, a plan for the development of the necessary instructional materials, and recommendations as to the specific nature and form of those materials. The projected responsibilities of the staff of the Clusters Approach to Career Orientation (CACO) Project in completing the proposed scope of work are set forth.

The detailed planning and implementation of the teacher training program is expected to continue after the present materials development work has been completed. Responsibility for that effort may fall to education agencies and personnel other than that of the present CACO Project. The implementation phase of the training program is beyond the scope of this report. The materials development plan described in this report is the result of concerted and cooperative effort on the part of the CACO staff and the writer of this report. While it represents what is agreed to be a plan for a scope of work that will achieve the desired results, and that can be completed within the constraints of the situation, changes in detail may well be required by the staff as the work progresses.

The teacher training plan for the CACO Project is designed to respond to the program installation and implementation requirements of the public school system of Virginia. Among the many factors that affect teacher training are the following:

The CACO program is to be a part of the instructional program of the middle school.

The instructional program is expected to be either 90 days or 180 days in length.

Teachers may be recruited from any subject matter area, and may have experience in elementary or secondary teaching. They are all expected to be certificated teachers.

Teachers will need training in affective education, cognitive aspects of career education, and special skills involved in the program's learning activities.

The teacher training program must be a concentrated one in order to be accommodated within the time available for inservice education.

College credit or professional improvement credit cannot be used as a motivating device.

The teacher training program must be transportable, and suitable for regional or local implementation.

Teacher training program and materials must be usable, not only by the present project staff, but by state department, university, or local school system personnel who are to be trained for this function.

In order to extend the time available for teacher training, use of individualized and modularized learning materials is indicated.

A performance-based training program will help to ensure that the teachers will be able to apply their newly acquired competencies immediately as they install and conduct their school programs.

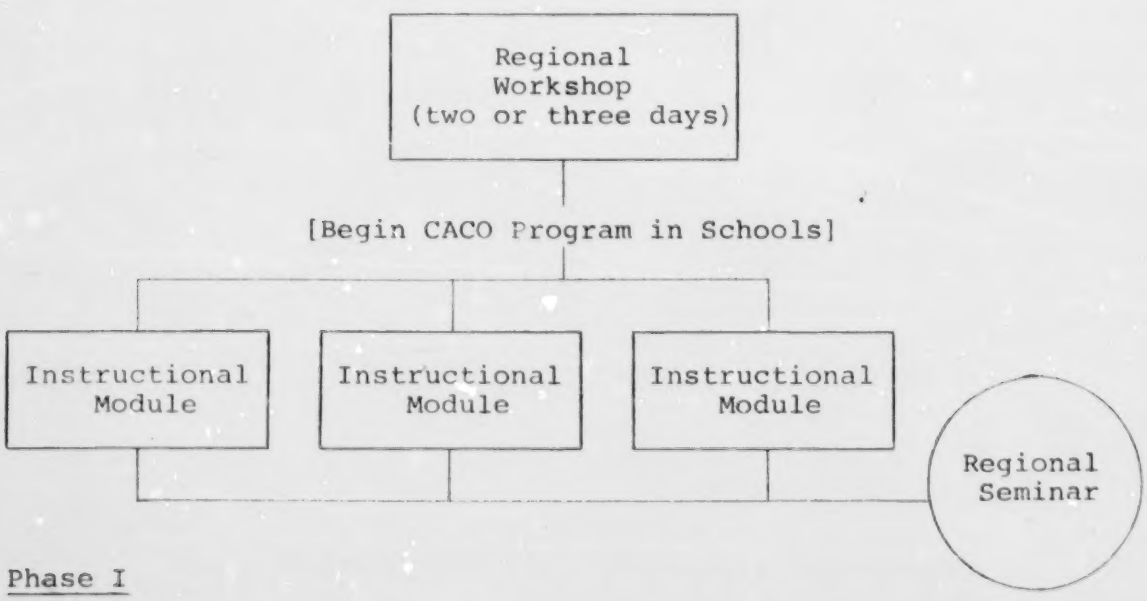
TRAINING PROGRAM

Description of the Teacher Training Program

The teacher training program as proposed here consists of four phases. Phase I is an intensive workshop for teachers about

to install the CACO program in the schools. In Phase II these teachers will open their school programs and begin to apply the skills acquired in the workshop. Phase III takes place as the school program continues, and involves the implementing teachers in independent learning activities at their school sites. The teacher training in this phase is structured in the form of instructional modules. Phase IV consists of a seminar for the teachers in the program, providing opportunities for additional group training and/or the sharing of problems, solutions, and ideas related to the program. The seminar is to take place during the latter part of the semester-long training program.

The overall design of the proposed training program is shown graphically below.



Phase I

The Regional Workshop will be of two or three days duration and will be conducted at a center within the region or the local school system. Participants will be teachers who have been

selected to implement the CACO program in their respective schools. The workshop is to be scheduled to take place shortly before school programs are to begin, and will be conducted by CACO staff and/or S.E.A. or L.E.A. staff. The content of the workshop is to include the understandings, knowledge, and skills deemed to be essential to teachers as they plan and begin their programs. Aspects of teacher training that can be deferred to a time later in the school semester are to be included in independent learning modules. The workshop activities may include large group presentations, small group work, and individual planning. To the extent possible, teacher achievement of the competencies covered in the workshop will be assessed by performance measures. The learning experiences developed for the workshop are to be organized into a workshop module to provide the necessary structure, to help ensure that training is transportable, and to maintain maximum training effectiveness.

Phase II

In this phase the teacher actually begins the program in the school classroom. No formal training is scheduled for this critical period while the program gets underway. Instead, teachers implement the program, utilizing the program materials they have been provided (including the student guide and the teacher's guide), and applying the training they received at the workshop. A limited amount of assistance may be available to teachers from local and state school personnel. This installation phase will last for approximately two weeks; the length of the first unit of the CACO program.

Phase III

While the workshop is to provide for the teacher's training needs in the early stages of the school program, additional teaching competencies will be required as the program proceeds. In this phase the teachers in training will be working to achieve competency through the completion of individual instructional modules. An introduction to the use of the modules is presented during the workshop, then teachers will work to complete the modules at their own school sites. The structure of the modules will allow each individual to work at his or her own rate until the requisite competencies have been achieved. Achievement of the competencies will be determined by resource persons observing the teacher in the actual school setting.

Present indications are that three modules will be necessary to deliver on the teacher competencies identified by the CACO staff as being important to teaching success in the school program. Depending on the trainee's background and abilities, each module may require from about two to ten hours of work. Additional time may be needed for practice and demonstration. As teachers work on the modules they will be provided assistance and guidance by resource persons who will be available to them in their region. The resource persons may be members of the present CACO project staff, classroom teachers who have participated in the developmental and test phases of the project, or specially trained personnel from education agencies or universities. It will be the function of the resource persons to work with teachers individually or in small groups, help solve problems, arrange

additional learning experiences, provide additional resources, provide feedback, and assess the teachers' final performance of the competencies included in the instructional modules.

Phase IV

The fourth and final phase of the teacher training program may take place at some point late within Phase III, or as a separate culminating experience. Late in the first semester of the CACO school program, a seminar will be conducted for participating teachers. The seminar, scheduled to take advantage of the in-service education days provided by the school system in the region, will be of one day's duration and will be arranged and conducted by training personnel.

The expressed needs of the teachers in the group will largely determine the content of the seminar. This may include discussion of problems involved in the instructional modules, discussion of program implementation problems, sharing of creative ideas for enriching the school program, developing new student activities, and evaluating the teacher training program. The focus of the seminar will be directed to the objectives of the CACO program and the identified teaching competencies for successfully implementing the program. It is expected that the outcomes of the seminar will include recommendations and plans for continually improving the career exploration program. The seminar will be informally organized, and will not be structured in the form of a workshop module.

PRODUCTS

Workshop Module

The workshop module is designed to provide form and structure to the initial two- or three-day workshop. It will be in a bound, printed format, thus helping to ensure that the workshops will be of uniform effectiveness even though a number of different persons may conduct them in various localities.

A recommended format includes the following components:

1. Introduction
2. Training objectives based on identified competencies
3. Series of learning experiences for participants, designed to deliver on the objectives
4. Informational activities
5. Practice activities
6. Feedback devices for participants use in determining their progress
7. Assessment instruments for resource persons use in assessing teacher performance of competencies

In view of the constraints of time and available resources, it is recommended that the workshop module utilize a style and format known to be both practical and effective. One such format is that used by The Center for Vocational Education, an example of which is appended to this report.

The activities of the workshop will be specifically determined by the project staff. Previous experience in planning and presenting successful workshops of this nature is an important resource on which to draw. Included in the activities will be an overview of the teacher training program and an introduction to the use of the instructional modules. It is essential that the teachers accept the purpose of the modules, understand their own responsibilities for completing the modules, and are aware of the function of the resource persons who will be available to them.

While the workshop module may include written information sheets, self-check items, and checklists, it can also provide opportunity for group and individual experiences of an active nature. Some possible types of activities include: viewing media, attending large group presentations, participating in small group discussion and role-play sessions, and viewing skills demonstrations. One of the essential activities for the workshop appears to be that of providing shop or laboratory experience in which teachers can develop the skills involved in the student activities portion of the CACO school program.

In all aspects of the workshop, the participants' activities will be designed to be as practical as possible. For example, opportunity needs to be provided for teachers to develop plans for their own programs under the guidance of workshop staff. Many workshop activities may result in products that the teacher can take back and apply to his or her special program.

Instructional Modules

In order to deliver on the important teacher competencies not covered during the workshop, it will be necessary to produce additional instructional modules for use by the participating teachers. An examination of the identified competencies suggests that three modules will be required. Ideally, the instructional modules should exhibit the following characteristics:

1. Performance-based in approach
2. Basically self-contained (optional readings excepted)
3. Involves the services of a resource person
4. Written for inservice teachers with a variety of educational backgrounds
5. Includes planning activities
6. Includes practice activities
7. Involves final performance assessment

The need for self-contained modules bears emphasis. Because the teachers will be working in scattered locations, perhaps with very limited library resources, the modules should incorporate all the information, directions, and other materials that the teacher will need in order to complete the module and achieve the competencies. This places heavy responsibility on the staff who are to develop the modules, but it may well be that already-prepared materials can be used, at least for part of the information.

The modules, though basically self-instructional, should involve the use of a resource person at various points. The resource person can provide motivation and reinforcement as appropriate, provide feedback on learner activities, and evaluate the practice and final performance of the teacher. The cadre of experienced CACO teachers in the test and implementation sites can be used as resource persons. It is important that the designated resource persons be provided training to function in this new role. This may be accomplished as part of the regional workshops.

Because they have the requisite knowledge and experience, the CACO staff are to conceptualize the modules and decide on specific content, write the information sheets, devise the learning activities, and develop evaluation devices. If at all possible, it is recommended that outside specialists be engaged to augment the work of the CACO Project Staff. Specialists in module development can take the materials and organize them into functional modules, utilizing a style and format already known to be effective. One such format is that of The Center's PBTE Modules.

WORK BREAKDOWN

Activity	Completion Date
1. Confer on tentative teacher training program plan	March 1, 1977
2. Decide on basic content of regional workshops	March 4, 1977
3. Decide on basic content of instructional modules	March 11, 1977
4. Finalize overall plan for teacher training program	March 15, 1977
5. Develop workshop module	April 15, 1977
a. Finalize content topics	
b. Devise group and individual learning activities	
c. Sequence learning activities	
d. Write needed information sheets	
e. Outline contents of group presentations	
f. Devise and write feedback activities and instruments	
g. Develop final performance activities	
h. Produce any needed media	
6. Organize and structure workshop module	April 29, 1977
a. Subject written materials to content review	
b. Write directions for activities	
c. Organize module into standard format	
7. Conceptualize instructional modules	April 29, 1977
a. Identify teacher competencies to be delivered by each module	
b. Identify basic instructional content	
c. Decide on approach	
8. Develop instructional modules	June 3, 1977
a. Assign modules to individual staff members	
b. Write information sheets	
c. Develop learning activities	
d. Devise and write feedback	
e. Develop final performance activities	

Activity	Completion Date
9. Organize and structure instructional modules	June 24, 1977
a. Subject written materials to content review	
b. Write directions for activities	
c. Organize module into standard format	
10. Deliver training materials for final editing, typing, and duplicating	June 30, 1977
11. Duplicate and disseminate teacher training materials	August 15, 1977

TEACHER TRAINING OBJECTIVES
(Preliminary Version)

I. Integrate the "Careers and You" program into the ongoing school program.

- Demonstrate knowledge of concepts involved in C & U
- Demonstrate understanding of the place of C & U in the school curriculum
- Demonstrate knowledge of procedures involved in installing the C & U program
- Locate occupationally related instructional resources
- Plan for the installation of the C & U program in an actual school situation

II. Assist pupils in gaining a better perception of their individuality and worth

- Demonstrate knowledge of the theory and concepts involved in personality development
- Demonstrate knowledge of the methods by which the C & U program seeks to promote self-understanding and self acceptance
- Recognize and accept the personality characteristics and emotional development of pupils
- Organize pupil activities to promote self-understanding and acceptance

III. Assist pupils in relating self to modes of performing work

- Demonstrate knowledge of the concepts of work modes
- Demonstrate knowledge of the relationship of work modes to occupations and work environments
- Identify work modes in daily activities and occupations
- Identify in-school opportunities to observe occupationally related activities
- Plan opportunities for pupils to experience work modes

IV. Assist pupils in identifying modes in occupations and gaining additional information about occupations

- Demonstrate knowledge of concepts and purposes involved in clustering occupations

- Demonstrate knowledge of the organization and characteristics of the USOE clusters
- Use the DOT, OOH, and other documents to provide pupils with occupational information
- Organize the C & U program to provide pupils with information about occupational clusters
- Provide pupils with experiences in occupational clusters

V. Assist pupils in selecting activities appropriate to their interests and abilities

- Demonstrate knowledge of the concepts and procedures involved in planning for careers
- Prepare career models as classroom resources
- Utilize others to assist pupils for career related experiences
- Facilitate planning for individual pupils through synthesis of program components
- Identify opportunities for reinforcement between program activities and school curriculum

VI. Manage the C & U program

- Demonstrate knowledge of procedures involved in organizing the program
- Organize the physical facilities and the pupils to implement the program
- Utilize the teacher's guide and student workbook to manage and maintain the program
- Identify available human resources to enrich the program
- Provide equipment and supplies for the program
- Select appropriate instructional strategies
- Use evaluation questions to increase pupil learning

VII. Perform the skills incorporated in the pupil activities of the C & U program

- Perform all skills with appropriate level of proficiency
- Assist pupils in the skills aspects of program activities